

**AGENDA ITEM IX B**

**REPORTS AND RECOMMENDATIONS OF THE ASSOCIATE  
COMMISSIONER**

**CHANGES TO ACADEMIC AFFAIRS POLICIES 2.13 - PROGRAM  
ACCREDITATION, 2.16 - STATEWIDE GENERAL EDUCATION  
REQUIREMENTS, AND 2.18 - STAFF APPROVAL OF ROUTINE  
ACADEMIC REQUESTS**

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##### **1. Academic Affairs Policy 2.13 - Program Accreditation**

###### **STAFF COMMENT**

Academic Affairs Policy 2.13 - Program Accreditation provides for mandatory, recommended, and optional accreditation of select academic programs. (See Appendix I - Current Academic Affairs Policy 2.13 and Lists.) In December, 2003, the staff received requests from Louisiana State University and A&M College and the University of Louisiana at Monroe to amend the list of *mandatory* accrediting agencies to include the American Council for Construction Education (ACCE). Both universities currently offer the only two baccalaureate programs in Construction in Louisiana and both programs are presently only *recommended* for ACCE accreditation. The universities believe that this change will significantly enhance program viability and visibility.

Accordingly, on February 5, 2004, the staff sent an e-mail to all chief academic officers requesting their input. (See *Appendix II*.) No university/college had any objection.

Accordingly, the staff has prepared a revised policy for Committee consideration. (See *Appendix III - Revised Policy 2.13 and Lists*.)

###### **STAFF RECOMMENDATION**

*The staff recommends that the Academic and Student Affairs Committee grant approval to the requests of Louisiana State University and A&M College and the University of Louisiana at Monroe to amend Academic Affairs Policy 2.13 - Program Accreditation by changing the status of American Council for Construction Education accreditation from Recommended to Mandatory. (See *Appendix III - Revised Policy 2.13 and Lists*.)*

Finally, the staff notes that there are likely to be further recommended changes to this policy forthcoming soon, reflecting new 2000 CIP Code designations and evolving new accreditations.

## **2. Academic Affairs Policy 2.16 - Statewide General Education Requirements**

### **STAFF COMMENT**

In recognition of the need to create a statewide dialogue on international education, a group of Louisiana educators held a conference in May 2001 entitled “International Education as Economic Development.” The conference included a briefing to state legislators on the importance and impact of international education. This event led to Senate Concurrent Resolution No. 129 (SCR 129) of the 2001 Regular Session. The Board of Regents, in its response to SCR 129, recommended the establishment of the Board of Regents International Education Advisory Committee. In June 2003, the International Education Advisory Committee issued its final report with recommendations to the Board of Regents. Subsequently, in August 2003, the Regents adopted the Advisory Committee's recommendations.

These recommendations included a section which would have a direct impact on Academic Affairs Policy 2.16 - Statewide General Education Requirements. (See *Appendix IV - Existing Academic Affairs Policy 2.16 and Chart.*) In particular, Recommendation 3 stated the following:

#### **Recommendation #3**

**Include an International Education component in its General Education Requirements, beginning with first time entering freshmen in academic year 2004-05.**

#### **Rationale**

**Louisiana's colleges and universities, in order to prepare the next generation must make international awareness and understanding an essential part of the learning, scholarship, and engagement functions. Students who acquire international knowledge in the classroom will be better able to understand how international events affect the Louisiana economy, make informed decisions, and take informed actions that will benefit their own lives and assist the state. With so few students from Louisiana participating in study abroad programs, they must receive their preparation to live and work in the global environment in Louisiana's colleges and universities.**

**Institutions can incorporate an international education component into the General Education Requirements in various ways. They can introduce international elements into already existing general education courses. They can begin a program of language-across-the-curriculum, i.e., include foreign language reading materials and discussions in existing advanced courses in, for example, history, engineering, and economics. Or an institution may choose to design a specific global or international course as a required general education course. Further, an institution may include international examples, reading materials, and global situations in required coursework. They could require each major to include at least one course that explores the international dimensions of that discipline or field. They can also use**

**information technologies to integrate students from foreign universities into ongoing classroom activities in Louisiana. Just as computer literacy is essential for all college students in the information age, international literacy is necessary in the global economy.**

**The Board of Regents' Statewide Council of Chief Academic Officers (SCCAO) could review these various avenues during the 2003-04 academic year. The Advisory Council can assist CCAO in these deliberations. The Board of Regents' action will be shared with the Louisiana Association of Independent Colleges and Universities so that it may encourage its members to adopt similar requirements in their general education requirements.**

Accordingly, the staff drafted some changes to Academic Affairs Policy 2.16 - Statewide General Education Requirements to incorporate the Regents' actions in this regard. These changes did not require alterations to the text of the policy itself, but rather some new text to be added to the accompanying chart of the policy. Once again, the staff sent an e-mail to the Chief Academic Officers requesting their input. (See *Appendix V.*) No university/college had any objection.

It is important to note that the new text does not require college/universities to add general education hours; rather, it allows each institution to consider the most appropriate way to incorporate international content, issues, and concerns within existing general education requirements, much in the same way that Computer Literacy is handled in the current policy. It may open up the possibility that courses at an institution may be designated 'general education' courses that have not been designated heretofore as such. (See *Appendix VI - Revised Policy 2.16 and Chart.*)

#### ***STAFF RECOMMENDATION***

***The staff recommends that the Academic and Student Affairs Committee approve changes to Academic Affairs Policy 2.16 - Statewide General Education Requirements, consistent with recommendations of the International Education Advisory Committee already adopted by the Board of Regents. (See Appendix VI - Revised Policy 2.16 and Chart.)***

## **APPENDIX I**

### **CURRENT ACADEMIC AFFAIRS POLICY 2.13 - PROGRAM ACCREDITATION AND LISTS**

**APPENDIX II**

**E-MAIL TO CHIEF ACADEMIC OFFICERS, FEBRUARY 5, 2004  
RE: ACADEMIC AFFAIRS POLICY 2.13**

## **APPENDIX III**

### **REVISED POLICY 2.13 - PROGRAM ACCREDITATION AND LISTS**

## **APPENDIX V**

**E-MAIL TO CHIEF ACADEMIC OFFICERS, FEBRUARY 5, 2004 RE:  
ACADEMIC AFFAIRS POLICY 2.16**



## **APPENDIX IV**

### **CURRENT ACADEMIC AFFAIRS POLICY 2.16 - STATEWIDE GENERAL EDUCATION REQUIREMENTS AND CHART**

## **APPENDIX VI**

### **REVISED ACADEMIC AFFAIRS POLICY 2.16 - STATEWIDE GENERAL EDUCATION REQUIREMENTS AND CHART**